



**WILLIAM WOODS
UNIVERSITY**

MIS Annual Assessment 2019-2020

Contents

Annual Assessment 2019-2020	3
Management Information Systems	3
Program Profile	3
Program Assessment.....	4
Curriculum Map.....	6
Assessment Findings.....	7
Program Activities	10
Assessment Rubric	12

Annual Assessment 2019-2020

Management Information Systems

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Management Information Systems Mission is to provide students with a theoretical, technological and business base to effectively compete in the business world.

Program Data

Delivery Method

Traditional On Campus (selected)
 Online
 Hybrid

Student Majors 2018-19

Student Minors 2018-19

16

12

Students Majors 2019-2020

Student Minors 2019-20

11

6

Concentrations 2018-19

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

There are no concentrations for the Major

Concentrations 2019-20

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

There are no concentrations for the Major

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

The MIS program has an excellent retention, persistent and completion rates. The graduation rate for MIS majors is also high. A majority of our students learn of the major after they have entered WWU. We have a high rate of double majors as well. Students can easily complete the MIS major in four years. In addition, it is well suited to transfer students since there are few prerequisites. All courses are offered at least once a year. In addition, the minor and concentration have built-in flexibility as well.

The MIS program is heavily suited to hands-on projects through the coursework. We believe this contributes to a high rate of retention since most students perform better on projects versus rote memorization on exams. In addition, the student has a robust portfolio when they begin their career search. We believe the rate is higher due to the fact employers can see and witness their academic levels based on the projects produced.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

The section: "The Management of Information Systems concentration in the Business Administration major prepares you for a career as a business analyst, consultant, IT professional, systems analyst, quality assurance analyst, and more." should have "quality assurance analyst" removed and replaced with "web designer".

The section: "The MIS concentration within the Business Administration major includes coursework in database management systems, website development, project management, an internship and more." should have networking added to the list of coursework covered.

Marketing Material

MIS_Degree___Fulton___MO___William_Woods_University.pdf

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
MIS.1	Students must utilize technology and end user software to solve complex management information systems issues.
MIS.2	Students must incorporate detailed, well established networking principles to project based learning situations.
MIS.3	Students must apply best practices to design, develop and manage website related projects.
MIS.4	Students must research and develop solutions to real-life situations using management information systems principles.

Alignment to the University Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

MIS Curriculum Map

	MIS 100	MIS 125	MIS 250	MIS 225	MIS 325	MIS 350	MIS 370	MIS 403	MIS 425	MIS 450	MIS 475	Student Performance Review
MIS.1 Students must utilize technology and end user software to solve complex management information systems issues.	I	I, R, M, A	R			I, R, M			R, M			A
MIS.2 Students must incorporate detailed, well established networking principles to project based learning situations.			I, M, A									A
MIS.3 Students must apply best practices to design, develop and manage website related projects.					I, R, M, A							
MIS.4 Students must research and develop solutions to real-life situations using management information systems principles.						I, R, M	M	R, M	M, A	R, M	M, A	A

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

There are no changes to the curriculum.

Assessment Findings

Assessment Findings for the Assessment Measure level for MIS Curriculum Map

MIS.1 Students must utilize technology and end user software to solve complex management information systems issues.

MIS 125				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 75% of the students will pass the SimNet Application exams in Word, Excel, and Access. been met yet? Met	28/37=75.7% of the students scored 75% or higher on the SimNet exams.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 75% of the students will pass the SimNet application exam in Word, Excel, and Access. been met yet? Met	75.7% = 28/37 scored 75% or better on the SimNet application exam in Word, Excel, and Access	Data__eric_brown.docx	
Direct - External Testing	Has the criterion 80% of MIS Seniors will pass the Computer Application portion of the IC3 Certification Exam. been met yet? Met	100% = 5/5 seniors passed the computer application portion of the IC3 certification exam.		

MIS.2 Students must incorporate detailed, well established networking principles to project based learning situations.

MIS 250				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 75% of the students will pass the TestOut networking certification exam been met yet? Not met	50% (3/6) of the students passed the certification exam. Two of the three that did not pass were not consistent in completing the weekly assignments	Certifications_Fall19.pdf	

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - External Testing	Has the criterion 75% of the students will pass the TestOut networking certification exam. been met yet? Not met	50% (3/6) of the students passed the certification exam. Two of the three that did not pass were not consistent in completing the weekly assignments	Certifications _Fall19.pdf	
---------------------------	---------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------	--

MIS.3 Students must apply best practices to design, develop and manage website related projects.				
MIS 325				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 80% of the students will be assessed as Mastered or better on their final website project. been met yet? Met	92% (12/13) students were assessed as Mastered or better on the final website project.		

MIS.4 Students must research and develop solutions to real-life situations using management information systems principles.				
MIS 425				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 75% of the students will pass the performance based exam preparing the students for the Red Hat Administration 1 certification exam. been met yet? Met	100% of the students passed the performance exam for the Red Hat Administration I certification exam.		
MIS 475				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Survey of Students	Has the criterion 85% of the students assessed as Agree or better on Capstone Project Survey been met yet? Met	100% = 5/5 students assessed as Agree or better on capstone project.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 85% of MIS Seniors will pass the Computer Application portion of the IC3 Certification Exam been met yet? Met	100% (5/5) students passed the Key Applications portion of the IC3 Certification Exam.	KeyApplications_Fall19.pdf	

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

MIS 125 - Productivity tools - While most students performed well in the Simnet testing, those students who did not perform well did not participate actively throughout the 8-week course. The students who typically do not do well in this course are freshmen where this is their first encounter with this type of online class.

MIS 250 - This is the fourth time this assessment has been given for this course. So far it appears to be effective. It is a very rigorous test, but the students tend to rise to the challenge. Students who do the work typically pass the exam. Of the students who did not pass the exam, two had been consistent in not completing the weekly work. The third student made no attempt to complete the practice exams, and has typically had difficulty with certification exams.

MIS 325 - The results for this assessment are typical. Near the end of the semester, students are given more time to work on improving their final project. There tends to be a small portion that waits till the last minute to work on the final project, and this is reflected in the final product. Perhaps more frequent checks on progress may improve the final scores.

MIS 425 - This the second year the Red Hat Academy material has been used. Students seemed to respond well to the material. The only mistakes in the final exam can be attributed largely to mistakenly reading terminal letters printed on the page.

MIS 475 - All students passed all portions of the IC3 certification exam. Practice exams were emphasized, and those students who practiced more tended to score better, and completed the exam faster.

Program Assessment-Students continued doing very well on the IC3 certification exams.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

1. Focus Group – All MIS majors required to attend focus group. Questions and answers are aggregated and reported back to faculty. New programs, activities developed based on areas reported as weak.
2. MIS Advisory Board – We were unable to secure a past graduate to provide feedback for students. Instead, students participated with the business students in mock interviews, and receiving feedback on resumes with potential employers.
3. IC3 Pre-test: Due to lack of freshman, the IC3 pre-test was not given this year.

Senior Professional Portfolio presentations. Students normally present during Senior Achievement Day or Assessment Day.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

2020_Senior_Student_Performance_Schedule.docx

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Seniors were required to present their professional portfolios and were assessed using a peer rubric. This activity consisted of:

1. Professional resume
2. Online Professional Portfolio – with projects, embedded resume, references.
3. LinkedIn Portfolio completed
4. Description of their internship
5. Plans for career future
6. Articulating strengths and weaknesses of the MIS program.

Graduates have noted our required internships as one of the important factors in obtaining good jobs upon graduation. Today students are expected to have a wealth of portfolio support/evidence from their academic experiences.

Benefits the program gains involves being able to track graduates through LinkedIn, along with a collection of an internship database.

Benefits to the student: The student has a professional portfolio, a robust LinkedIn, a resume and cover letter by the Fall of their Senior Year.

100% of the seniors at the Senior Showcase have already found gainful employment in the MIS field after graduation.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes (selected)

No

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

SWAT – The Student Website Advancement Team is a select group of students skilled in advanced website development. They work closely with the community to help develop websites, conduct usability testing and training as needed. Usually complete 50% - 65% of the projects for non-profits.

Website Development class – Students have the option of selecting a business or organization in need of a website for their final exam project.

Capstone Class - Unable to get a project working with an outside partner this past year.

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Due to in climate weather, and forced evacuation from campus in the spring semester, two LEAD events were canceled for the year.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Eric Brown completed coursework for Doctorate degree, and is currently finishing final edits on proposal.

Assessment Rubric

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<p><input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.</p>	<p><input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p><input checked="" type="checkbox"/> The mission statement is minimal at best.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Reflection on Retention weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.</p>	<p><input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.</p>	<p><input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Defines External Accreditation Standards weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.</p>	<p><input checked="" type="checkbox"/> The program fails to provide any accreditation information.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
General Education alignment clearly explained weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p><input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Curriculum Map alignment weight: 1.000	<p><input checked="" type="checkbox"/> The curriculum map is detailed and complete.</p>	<p><input checked="" type="checkbox"/> The curriculum map is complete</p>	<p><input checked="" type="checkbox"/> The curriculum map is not complete</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Assessment of Objectives weight: 1.000	<p><input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.</p>	<p><input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.</p>	<p><input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Data Driven Decision-making is explained weight: 1.000	<p><input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.</p>	<p><input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.</p>	<p><input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				

Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings. 	<input checked="" type="checkbox"/> N/A
Comment:	<p>Some data is uploaded but there are a few courses where the assessment claim is not supported by data. I dont know if the data is in another file, but I was not able to identify the data in the report.</p>			
Analysis of Assessment is complete weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure. 	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results. 	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results. 	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Little to no content of Senior showcase was provided. 	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year. 	<input checked="" type="checkbox"/> N/A
Comment:	<p>the 2 scheduled LEAD events were cancelled due to COVID and weather issues.</p>			
Faculty, alumni, and Student accomplishments weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments. 	<input checked="" type="checkbox"/> N/A
Comment:				